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ABSTRACT

After reviewing recent legal decisions on bilingual education, this report describes the goals and requirements of a bilingual program in a New York City community school district with a large number of Spanish speaking pupils, and the methods by which these goals were to be attained. The training and responsibilities of staff are discussed, with particular attention to the participation of bilingual teachers in inservice workshops. The program is evaluated and the extent to which its objectives were fulfilled is discussed. Areas evaluated include student growth in verbal and mathematical skills and cultural history, cross-cultural activities for students, parent-school rapport, and the development of a multi-media laboratory. Tables are included. (Author/WP)

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TITLE VII BILINGUAL-BICULTURAL PROGRAM

FINAL EVALUATION REPORT

1977-1978

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Pilingual education has been mandated by the Supreme Court of the United States. The federal government began, in 1965, to identify and treat the educational deficiencies of students stemming from unfariliarity with the English language. The Elementary and Secondary Education Act of 1965 aimed to develop competence in written and spoken English. These limited objectives were expanded in 1967 in the law (Public Law 89-10) that created Title VII; the objectives of the 1967 law included staff development, community involvement, and development of instructional materials.

In January 1974, the Supreme Court, in the case of Lau vs. Nichols, ruled that the failure of the San Francisco school district to provide linguistically comprehensible instruction for its non-English-speaking Chinese students was a denial of equal opportunity under Title VI of the Civil Rights Act of 1964. Districts were instructed to provide equal access to educational opportunities for all students by rectifying language differences. For this purpose, the Education Amendments of 1974 (Public Law 93-380) provided assistance to local education agencies so that they could better serve their non-English-speaking students. Bilingual programs provided funds for classroom demonstration projects, inservice training of teachers, paraprofessionals, parents, administrators and counselors, and expansion of academic training facilities and support programs for teachers and professor for bilingual education programs.

Within New York City, a class action by Puerto Rican and other Hispanic public school children, their parents, Aspira of New York, Inc. and Aspira of America, Inc., ended in a Consent Decree on August 29, 1974.

This decree affected "all New York City public school children whose English language deficiency prevents them from effectively participating in the learning process and who can more effectively participate in Spanish," and required that the Board of Education "accurately and systematically" identify and classify children who are Spanish-speaking or Spanish surnamed. These children were to receive (1) a program designed to develop the child's ability to speak, understand, read and write the English language, (2) "substantive courses" or subject area instruction in Spanish (e.g., mathematics, science, and social studies), (3) a planned program "designed to reinforce and develop the child's use of Spanish," and to introduce reading comprehension in Spanish to children entering the school system whose reading readiness assessment indicated this need. Provision must also be made to allow the children to "spend maximum time with other children so as to avoid isolation and segregation from their peers." In February, 1975, 40 elementary, junior high and high schools were identified and designated as Pilot Schools. Pilot Schools were to provide a complete bilingual program for all students within each school who had been identified as needing the Program, and were to serve to demonstrate "the means of developing, implementing, and operating the Program," as well as serving as training centers for appropriate school personnel in other schools.

Goals and requirements of a bilingual program have been defined as:

1. "Provision of 'a meaningful opportunity' for Hispanic children to participate in the education program which their lack of English might otherwise foreclose.

2. "Proper screening: In order to set up an effective program, valid testing instruments must be developed and administered properly so that

children are appropriately placed.

3. "Development of English language proficiency to enable children to participate on an equal basis with English speaking students.

'When a child is able to participate effectively in the learning process in English, as determined by an assessment of the child's language skills, the child is no longer required to receive this program.. Further participation in a bilingual program may be considered as an educational option for a child who is no longer required to receive this program should the parent want a bilingual program for that child.'

4."Suitable bilingual curriculum materials: Books and materials must be appropriate to the curriculum, geared to the proper grade level, and relevant to the child's culture and experience. If there are no such tools available, their development is a primary objective.

5."Integration: Encouragement of effective interaction between English and non-English-speaking children.

6. "Parent participation: To involve Spanish-speaking parents in the education of their children.

7. "Ongoing evaluation: In order to assess the results of different teaching methods and techniques for the purpose of improving the bilingual program."

In District 23, New York City, the Title VII Bilingual Bicultural Program was located in Public School 332, a kindergarten-to-sixth-grade public school located in the Ocean Hill-Brownsville section of Brooklyn. In the school year 1977-1978, the program began its second year of a five-year program for Spanish-dominant and English-dominant students in

grades kindergarten through six. The long-range objectives of this program were stated as follows:

1. This program will during five years establish a process model of social, cultural, and language integration of the Spanish and English dominant children enrolled in it, a model suitable for all schools in the district and beyond.

2. This project will, in each year of its special funding, increase the success of its children in their basic curriculum areas, both in English and Spanish, of reading, mathematics, social studies, and science.

3. This project will encourage its children of limited English speaking ability to become fully functional in the language of the larger society while striving to maintain and develop fluence in his native language.

4. This program will in each of five years improve the cross-cultural understanding and acceptance of the Spanish dominant and English dominant children while building up a strong and proud self-image for all children within their cultural and familiar roots.

5. The staff of the program will acquire over a five-year period a cumulative total of significantly improved performance that will be measured, recorded, and retained.

6. This project will encourage the formation of teaching teams composed of: a bilingual teacher, a monolingual teacher, a swing or resource teacher, and two paraprofessionals (one bilingual and one monolingual), for the purpose of providing, in a systematic manner, the necessary learning environment to accomplish the preceding objectives. (Approximately 68 children are to be serviced by the team, half Spanish dominant and half English dominant.)

The objectives of the program for the school year 1977-1978 were more specific:

Objective I: Seventy percent of those pupils of limited English-speaking ability enrolled in the English reading program before 9-30-77 and attending 75% of those classes preceding testing will improve their English reading ability significantly as manifested in post-testing by the District Evaluation Unit in June, 1978.

Objective II: Seventy percent of those pupils of limited English-speaking ability enrolled in the program before 9-30-77 and attending 75% of those classes preceding testing will improve their Spanish reading ability four months as manifested in items answered correctly on appropriate versions of the Interamerian Series (C. I. A.).

Objective III: Seventy percent of those pupils of limited English-speaking ability attending 75% of those classes preceding testing will improve their performance in mathematics significantly in English and Spanish - as manifested in items answered correctly on an appropriate test.

Objective IV: Seventy percent of those pupils of limited English-speaking ability attending 75% of those classes preceding testing will improve their knowledge of the history and culture associated with their language significantly as manifested in number of items answered correctly on a criterion-referenced test to be developed by the curriculum teacher and the staff development teacher.

Objective V: By April 22, 1978, a majority of children of limited English-speaking ability will have been represented by an adult member of their family at a school or parents association activity, including school visits and meetings; and 25% of the children thus represented will have been so represented more than twice.

Objective VI: Children of limited English-speaking ability will participate in learning activities with children of Black non-Hispanic ethnic background in the areas of culture, music, art, related field trips and grade and special assemblies for the purpose of encouraging the development of positive social ties and an understanding of each other's cultures.

Objective VII: Children of two kindergarten classes, one composed of Spanish dominant and another of English dominant Black and Hispanic children, will be arranged in a "team-teaching" situation, thus fostering the development of social-educational ties and cultural understanding leading to easier acceptance of paired classes when they reach the upper grades.

Objective VIII: The Bilingual Bi-Cultural Social Studies/Multi-Media Laboratory will continue to develop techniques, materials and activities, a significant number of which will be adjudged educationally and socially valuable by those students, parents and educators participating in it, or availing themselves of its services.

In order to implement these objectives, Spanish-dominant students were identified and classes of monolingual and bilingual students were organized in grades one through six. Bilingual classes were taught in both English and Spanish. Subjects taught in Spanish for Spanish-Dominant students were reading, science, and mathematics. Minor subjects (e.g., art, music, hygiene) were taught in English. For many activities, the Spanish-dominant students were paired with the English-dominant students. These shared activities were planned to foster social, cultural, and language integration.

Although the program started with monolingual and bilingual classes at the kindergarten level, the kindergarten class in 1977-1978 was too small

to be divided into two classes. There was therefore only one class on the kindergarten level. However, instruction in Spanish for skills learned at this level was provided by resource teachers for Spanish-dominant children within the kindergarten group. A bilingual paraprofessional strengthened the bilingual component of the kindergarten. Resource teachers also provided Title VII Spanish lessons to students in the first, fifth, and sixth grades.

The project supported resource centers for students and teachers: a bilingual resource center, a reading and second language laboratory, and a social studies/cross-cultural laboratory. The bilingual resource center stored instructional materials and audio-visual equipment. The reading and second language laboratory provided both Spanish reading and instruction of English as a second language. The social studies/cross-cultural laboratory developed social-scholastic activities like games, contests, and discussions with the aim of developing, for the monolingual and bilingual students, increased awareness of each other's cultures. In addition, a multimedia parent program was planned, but could not be implemented because of lack of equipment.

By arrangement with Brookdale Hospital, a bilingual psychiatric social worker, Mr. R. Carbonell and Ralph Soto have provided both individual and group therapy for pupils and their families. Mr. Carbonell also gave workshops for staff and for parents on mental health and related topics.

A major problem for P. S. 332 has been student attrition. The program envisioned 423 students to be served at P. S. 332, and 80 students from Our Lady of Lorreto. However, there was a sharp reduction in the school-age population in the burnt-out neighborhood of P. S. 332, a problem shared by other inner-city schools in areas where arson and the abandoning of houses

have forced families to go outside the district to live. The projected service to students at Our Lady of Lorreto was not possible, because of problems encountered by that school with the funding of the bilingual teaching position. Therefore, the actual number of students served by the program during the school year 1977-1978 was 375 rather than, as projected, 423 children in the school to be served directly and 80 students from Our Lady of Lorreto.

In terms of classroom activities, the only change has been the consolidation of the kindergarten into one class, because of the limited enrollment. The paraprofessional, J. Seda, was added for educational assistance in the kindergarten. The bilingual reading program published by Open Court was adapted for grades kindergarten through third. There was no addition or deletion of activities in inservice, community, or parent involvement, and no reduction in dissemination. The program has strengthened its dissemination resources, and has kept parents informed both through written communications and through workshops.

There has been no substantial revisions in either the P. S. 332 Title VII budget or its evaluation design.

STAFF DEVELOPMENT:

An essential part of the program has been staff development. The Title VII support staff included:

Richard Placente, Project Director

H. Cintron, Teacher Trainer and Internal Evaluation

E. Ordoñez - Language Specialist

M. Meyers - Curriculum Specialist--left 5/5/78. Not replaced.

C. Ansted - Language Specialist--left 4/4/78. Replaced 4/17/78 by E. Ruiz Catarineu

J. DiGiovanni - Secretary

E. Williams - Parent Project Assistant

C. Alvelo - Family Assistant

C. Lisboa - Guidance Counselor

J. Seda - Classroom Educational Assistant. Ms. Seda's position was new. She assisted in the kindergarten and in the bilingual resource center.

The following well-attended in-service workshops were held for bilingual teachers at P. S. 332:

Date	Topic
11/1/77	Open Court, with Chris Bailus, Consultant
12/5/77	Open Court Curriculum. Discussion by teachers of strengths and weaknesses of the program
12/12/77	The teaching of culture
1/25/78	Workshop on city-wide test scoring, and other curriculum matters
2/3/78	Readings in Two Languages (Santillana). Presenters: E. Ordoñez, M. Meyers
3/20/78	Administration of city-wide tests
3/23/78	Working with the talented and gifted. Presenter: Ms. C. Lisboa
4/7/78	Review of new version of the Puerto Rican Culture Test
4/20/78	Learning disabilities. Presenter: Mr. Carbonell
5/17/78	Open Court, with Chris Bailus, trainer (also present were one teacher from P. S. 178K and one from P. S. 175)
5/24/78	Pupil Promotions, Administration of Interamerican Test and Culture Test
6/15/78	Culture of Puerto Rico

I was present at the workshop on 4/20/78 with Mr. Carbonell of Brookdale Hospital. In addition to the able presentation by Mr. Carbonell, there was spirited discussion from the teachers of specific problems with pupils, and a genuine exploration of ways of dealing with parents so that they could be helpful to the children. The concern of the teachers, and their desire for Mr. Carbonell's help in working out positive approaches, was evident. Mr. Carbonell's psychological support to the teachers, and their eagerness to utilize his expertise,created a constructive atmosphere.

Teachers in the program have continued taking courses at Hunter College. One teacher, Diana Agosto, took 12 credits; Irma Vega took three credits. Their courses were: ESL: Curriculum; Methods of Contrastive Analysis; Structure of English, and Teaching ESL. Resource teachers conferred, on a daily basis, with classroom teachers when problems arose.

Mr. Placente, Program Director, and Ms. Lisboa, Bilingual Guidance Counselor, attended the 7th annual conference of the National Association for Bilingual Education in Puerto Rico in April, 1978. This conference focused on the future of bilingual education.

EVALUATION TEST RESULTS:

Objective I concerned the significant improvement, by Spanish-dominant students, of their English reading ability, as manifested in posttesting by the District Evaluation Unit. The pretest of the Stanford Diagnostic Reading Test was given 10/13/77; the posttest was given 4/17/78. The results were as follows:

Grade	Number of Pupils	Pretest Mean	Posttest Mean	T	SIGNIFICANT
1	20	8360	10390	-6.26	Yes
2	9	25467	30256	-2.22	No
3	10	39880	44540	-7.67	Yes
4	17	37606	40912	-3.71	Yes
5	15	42507	43500	-2.44	Yes
6	23	45500	43365	1.62	No

All grades except the second and sixth showed highly significant improvement. The second grade showed a great deal of improvement, and narrowly missed significance ($p<.058$). The sixth grade students showed the least improvement.

Objective II related to the Spanish reading ability by pupils of limited English-speaking ability. The test for Spanish reading ability was the Interamerican Series (C. I. A.). The pretest was given on Dec. 20, 1977; the posttest was given June 7, 1978. The Vocabulary and Comprehension parts of the test were analyzed separately, as well as being combined in the Total analysis.

INTERAMERICAN SERIES

GRADE	NUMBER OF PUPILS	VOCABULARY PRETEST	VOCABULARY POSTTEST	T	SIG.	COMPREHENSION PRETEST	COMPREHENSION POSTTEST	T	SIG.
1	26	996	2035	-5.38	Yes	880	1336	-2.95	Yes
2	12	2575	3308	-4.22	Yes	2075	3017	-5.51	Yes
3	12	2700	3317	-4.24	Yes	2275	3350	-5.50	Yes
4	19	2263	2526	-2.65	Yes	2055	2595	-5.27	Yes
5	25	1504	1644	-1.71	No	1304	2020	-5.35	Yes
6	26	1227	1342	-1.20	No	1220	1252	-0.30	No

GRADE	TOTAL ANALYSIS PRETEST	TOTAL ANALYSIS POSTTEST	T	SIG.
1	1842	3392	-4.74	Yes
2	4733	6325	-5.55	Yes
3	4975	6667	-5.82	Yes
4	4205	5045	-5.35	Yes
5	2808	3664	-5.57	Yes
6	2400	2588	-1.01	No

The total analysis indicates highly significant gains for every grade level except the sixth grade. The Comprehension gain was more uniform than the Vocabulary gain. All grades except the sixth grade showed significant gains in Comprehension. On the Vocabulary part of the examination, all grades showed strong gains except the fifth and sixth. However, when the Comprehension gains of the fifth grade students are combined with the Vocabulary, the fifth grade students made highly significant progress in the total analysis.

Objective III dealt with improvement of performance in mathematics, as measured by the Stanford mathematics test. Mathematics was pretest on 10/13/77; the posttest was 4/17/78.

GRADE	NO. OF PUPILS	PRETEST	POSTTEST	T	SIG.
1	22	11786	12227	-2.00	No
2	9	24789	26744	-1.32	No
3	10	29220	31730	-2.34	Yes
4	16	30050	33744	-3.65	Yes
5	16	32044	34506	-4.54	Yes
6	20	37630	36690	1.52	No

The third, fourth, and fifth grades improved significantly in Mathematics. The first grade made good progress, and narrowly missed significance ($p < .058$).

The fourth objective of the program was that pupils of limited English speaking ability would significantly improve their knowledge of the history and culture associated with their language. The test for this was developed by the curriculum teacher and the staff development teacher. The pretest of the culture test was 11/16/77; the posttest was 6/15/78.

GRADE	NO. OF PUPILS	CULTURE ANALYSIS PRETEST	POSTTEST	T	SIG.
1	25	684	916	-4.20	Yes
2	10	840	1740	-7.12	Yes
3	9	1033	1589	-7.62	Yes
4	21	667	2324	-10.16	Yes
5	20	950	2415	-12.49	Yes
6	22	986	2145	-10.19	Yes
Kg.	9	600	756	-1.90	No

All grades except the kindergarten showed significant improvement on the culture posttest, as compared to the pretest

Objective V concerned family members of pupils of limited English-speaking ability, and expressed the aim that adult members of their families would visit the school at a school or parents association activity, including school visits and meetings. It was proposed that 25% of the children thus represented would have been so represented more than twice.

On a parent-teacher interaction form, developed by the program, teachers indicated the frequency of parent contacts. Parents of younger children were in the school more frequently than parents of older children. Almost every child's parent had visited at least once, and 25% of the children had been so represented more than twice.

There is no question that parent workshops have been well attended. Craft workshops attracted many parents and had learning, recreational, and social value. In addition, the parents attended school assemblies throughout the year, including a Brotherhood assembly. Excellent workshops were held by Mr. Carbonell of the Brookdale Hospital for the parents on health, both

physical and mental, and on problems of early childhood. A workshop addressed to parents on the new law on education for children with learning disabilities oriented parents to current trends in education, and resulted in lively discussion. Parents accompanied the youngsters on trips. They made Christmas decorations. Attendance at these activities varied from 10 to 49 parents.

The sixth objective addressed itself to cross-cultural activities. It stated that "children of limited English-speaking ability will participate in learning activities with children of Black and non-Hispanic ethnic background in the areas of culture, music, art, related field trips, and grade and special assemblies for the purpose of encouraging the development of positive social ties and an understanding of each other's cultures."

As in previous years, trips were taken to points of interest within New York City: the Staten Island zoo, museums in the city, the circus, the Botanical Gardens, and the New York Experience. In addition, students visited Washington, D. C. in an all-day trip. There were school-wide writing contests on topics like the life of Martin Luther King and Brotherhood week. Assemblies, such as the Puerto Rican Discovery Day program brought monolingual and bilingual students together. Art and gym classes were integrated.

A weakness of the program, which I observed, is the limited use of musical instruments. There is only one piano-playing teacher available for assemblies and other functions. He is a substitute teacher, not a regularly-appointed teacher, and is not in the part of the school covered by Title VII. With the current interest in education aimed at the total personality (and both brain hemispheres), the nonverbal, nonsequential type of learning (addressed to developing the right hemisphere of the brain) should receive

greater emphasis. At the present time, learning is highly verbal and left-hemisphere-oriented. If at all possible, the school should try to increase the amount of music and dancing in its curriculum, its daily routine, and the assemblies.

The seventh objective, that of developing techniques, materials and activities for the social studies/multi-media laboratory, was frustrated by a shortage of equipment. Recently, equipment has been further reduced by a week-end burglary by thieves who opened two sets of locked steel doors. To fulfill both objectives VI and VII, additional equipment will be needed. It is strongly recommended that the school be afforded additional protection, whether manual or electronic, so that necessary equipment can be maintained.

The significant improvement of pupils in most grades on the objective tests is a reflection of the coordination found in the Title VII program between the classroom teacher, the resource teachers, and the administration. The pupil is most affected by the skill, attitudes, and flexibility of the teacher who while maintaining long-range goals, finds techniques to motivate students on a daily basis so that continuing increments of learning build strong cognitive structures. The encouragement given by the administration of P. S. 332 to the teachers has resulted in an atmosphere in which teachers do not hesitate to discuss problems, and are open to trying suggested solutions. In turn, the project director has indicated his appreciation for the creative applications and hard work of the teachers. Many teachers eat lunch, voluntarily, in the project director's office.

One of the procedures with which the teachers had difficulty was the preparation of the class lists for the recording of test scores to be processed by computer. This procedure was exacting, complicated, and imperfectly

understood by many teachers. Although the teachers had received instructions in necessary procedures, the many changes in class registers during the school year added complications to the recording of grades.

I therefore recommend that the school go one of two alternate paths. The first path would be a commitment to machine processing. A complete record of students enrolled in the school would be maintained on an up-to-date basis, so that accurate lists of students would be available at any time for necessary recording of test scores. If this is done, one might build into the system provision for keeping records on an individual, as well as on a class, basis. All students leaving the school would have their cards removed; all students entering would have a card created for them. All documents involved in this process would be made with a carbon, so that the carbon could be used to update the key-punched file cards of the students. A key punch could be maintained in the school or district office, or a contract given to a service agency. The alternative is to end machine processing and adapt other methods for processing data. Again, however, provision should be made for the maintenance of accurate class lists, so that difficulties associated with recording of data are not confounded with clerical problems.

Another problem that does not lend itself to easy solution is turnover of teachers. Two teachers left during the year, C. Ansted and M. Meyers. Both went on maternity leave. C. Ansted was replaced by E. Ruiz Catarineu; the program was unable to replace M. Meyers. As educational facilities are developed for bilingual teachers, there should be a larger pool of competent personnel, so that one teacher's leaving is not as traumatic for the school.

A similar problem in our change-oriented world is the transience of students. According to interviews I held with school personnel, the program

is most successful with students who stick with it for the entire elementary school period; it is least successful with students who begin the program, are taken elsewhere (to other schools or even, to Puerto Rico), and may come back for brief periods. A teacher of the youngest children complained that the children lose books, and don't bring pencils and notebooks that they need for school. She felt that more contact with the parents was needed. It is hard to know how the school could initiate more contact with parents, particularly those new to the community. The paraprofessionals actively promote relations with the parents, and there is much written communication, as well as invitations to events within the school. However, this should be regarded as a continuing problem. One suggestion I received was for borough-wide conferences of schools with bilingual progrmas, for the interchange of information related to particular academic topics, and follow-up on students who move from one school to another.

Finally, a continuing problem is staffing on a daily basis. When teachers are absent, Title VII resource personnel often cover classes. This is not an efficient use of personnel. If possible, a bilingual teacher should be hired to provide coverage when needed.

COMPARISON WITH FINDINGS OF CITY-WIDE REPORT

In August, 1975, the Community Service Society of New York, N. Y. published its "Report on Bilingual Pilot Schools in New York City: A Study of a Court-Ordered Program for Pupils with English Language Difficulty." The author of the report was Esther Johnson. This report studied the 40 pilot schools of New York City to see whether they instituted effective bilingual programs. The major findings of the C. S. S. (Community Service Society) were as follows:

"1. An atmosphere of excitement and enthusiasm permeated most of the Pilot Schools. The bilingual staffs are dedicated and committed to the Program. The comfortable relationship between students and teachers who understand and speak their language has had a positive impact on the students, who seem interested, are attentive, and take pride in their accomplishments."

This was certainly true of the Title VII program at P. S. 332. One might also add that the "comfortable relationship" between the teachers and the administration, that contributes to the positive impact on the students.

"2. Teachers were actively involved in curriculum planning, in searching out and creating instructional materials appropriate to the program, and in sharing experiences at workshops conducted after school which they attended voluntarily. Teachers also involved parents in these activities."

As in all situations, some teachers were more creative, at P. S. 332, than were others. One of the teachers who were most creative in the development of materials, Ms. Vega, is now the Title VII curriculum development teacher. She serves as an excellent model in terms of energy and dedication, as well as helping other teachers a) develop materials and b) learn creative methods of teaching, in order to better understand what materials need to be developed.

"3. Most of the teachers in the Program had a good command of both English and Spanish."

This was true of all the teachers at P. S. 332. That lack of command of English has been a problem at some schools has been reflected in the Biaggi-sponsored amendment of H. R. 15, which extended and increased funds for the Bilingual Education Act. The Biaggi amendment mandated that all teachers in the bilingual program themselves be proficient in English. Happily, I saw no indication of this problem at P. S. 332.

"4. In the majority of the schools, instruction in social studies, mathematics and natural science was conducted in Spanish. One school conducted all classes in English, and others utilized both languages."

According to the teachers I interviewed, social studies, mathematics, and natural science were taught in both languages in P. S. 332.

"5. English language instruction was the weakest component in the programs of most of the schools visited. Little effort was made to develop conversational skills or the ability to conceptualize in English, and there was no evidence of any program designed to accommodate different levels of linguistic competence among the pupils."

In a small school, with a limited faculty, it is difficult to "accommodate different levels of linguistic competence among the pupils." I witnessed a lively Spanish spelling bee while I was at P. S. 332. While there may well have been spelling bees in English, I was not present at any of them. In the struggle to develop linguistic bridges for the pupils, developing the more advanced students may be neglected. This is an area to which the school might become more sensitive in the future.

"6. Spanish language instruction was well planned and executed. In one school the utilization of a Spanish Language Laboratory was credited with having greatly improved the English reading achievement of students using the laboratory."

P. S. 332 had a Reading and Second Language Laboratory, ably staffed by E. Ordonez and M. Meyers, that worked with small groups of pupils to instruct them in English and Spanish. Students were also brought to the laboratory for individual assistance.

'7. A bicultural component was included in the program in all of the Pilot Schools. Some integrated this into the regular curriculum, while in other schools the cultural component was limited to flag displays or celebrations of holidays."

The bicultural component was included in the regular curriculum of P. S. 332, with special attention to such occasions as Martin Luther King Day, Puerto Rico Discovery Day, Black History Week, and Pan American Day.

"8. Though the Pilot Schools stated that integration of bilingual children with others was promoted through a variety of activities, observers reported a pattern of segregation in the schools visited. To some degree this was due to the absence in many of the Pilot Schools of any significant number of students of other ethnic groups who are English-dominant."

In P. S. 332, during school year, 1977-1978, there were substantial numbers of English-dominant students, predominantly in the paired classes. There were also English-dominant pupils in 2B, an experimental class. English- and Spanish-dominant pupils were mixed in the kindergarten.

Rather than segregation being a problem at P. S. 332, I observed at least a little envy on the part of the teachers of monolingual classes for the funded components of the Title VII program. Since the project director of Title VII is also the Assistant Principal of the school, teachers applied to him for subsidies for activities. In one instance that I observed, the activity was not provided for in the Title VII program or in the regular school budget. However, on all trips taken by Title VII pupils, the paired monolingual classes were included. These combined trips included a trip to the circus and a trip to Radio City Music Hall.

"9. In almost all instances the Pilot Schools selected were schools which were already engaged in providing bilingual education through Federal and/or State-funded programs. As such, they did not serve as models to demonstrate the step-by-step development of a new program."

Bilingual education started at P. S. 332 in 1972. Much of the experience could benefit other schools: the struggle to develop staff, the using, and discarding, of tests, and the problems of data gathering and analysis.

"10. Additional tax levy funds of as much as $35,000 per Pilot School were, in most instances, used to enrich these program through acquisition of additional curricular materials, and to improve services through employment of additional resource personnel and paraprofessional staff."

The classroom teachers are paid by tax levy funds; the paraprofessionals in the Reading and Math laboratories are funded by Title I and P. S. E. N.

One of the strong assets of the Title VII program at P. S. 332 has been Ms. Lisboa, the bilingual guidance counselor, who is employed by the program on a full-time basis. Ms. Lisboa is sensitive to the "tone" of the neighborhood, and the feelings of the individual parents. She has been active in reflecting these feelings within the school. During 1977-1978, one problem area was the organization of classes for learning disabled children under the Office for the Handicapped. Few parents wanted their children called "handicapped" because of the perceptual, visual-motor, or other difficulties that might be interfering with their learning. The employment of Ms. Lisboa will continue the process of integrating community experience with the focusing on specific learning problems for a maximally creative educational process.

"11. Tests designed for the selection of the target population and administered in October 1974 were deemed invalid for measuring what was intended; the subjective judgments of teachers were therefore more generally used for this purpose in the Pilot Schools. New tests were thereafter developed and administered in the late spring for identification of students for the September 1975 term, but these tests were also criticized as inadequate instruments by the bilingual teachers."

Screening for the bilingual classes has been by the teachers, after requests by parents. An additional problem has been the pre- and post-forms of the Culture Test. This test was developed by H. Cintron, the teacher trainer. Deciding that the posttest was too easy for the pupils, he developed a longer, more difficult posttest this year. Continued study of test development is part of Mr. Cintron's activities.

"12. A critical need exists for Spanish language tests appropriate to the target population in the City schools, particularly in social studies and in reading."

Most of the teachers to whom I spoke expressed satisfaction with the textbooks published by Open Court. Teachers developed their own supplementary materials, which they used with the Open Court series. The resource teachers employed by Title VII created the following booklets which were reproduced and distributed:

"Manual de Ortografia" (a spelling manual), Maritza Meyers

"Ideas for Puerto Rico Discovery Day (4th, 5th & 6th grades)", Edna M. Ordoñez

"Pan American Week (4th, 5th & 6th grade teachers)", Edna M. Ordoñez

"13. Initial parental apprehension or opposition to bilingual education was reported to have been encountered in a small number of the schools visited. This was overcome through workshops and the opportunity to observe the program in operation."

In my frequent visits to P. S. 332, I encountered no parents who complained about the bilingual program. The complaints that I did hear from parents referred to past events, particularly the classification of slow-learning children. These grievances spill over into the present, and may be a stumbling block for the innovation of new remedial programs. No parent to whom I spoke complained of the present administration of the school or about the education presently being given the children.

"14. Most of the bilingual educators interviewed were reluctant to make any estimate of how long it might take the children in the program to develop sufficient English language skills to continue their education in an all-English class. Most favored a "maintenance" program (maintaining the first language while learning English) throughout the child's school career, rather than a "transitional" program (transition to an all-English class when English language proficiency permits)."

The transition to an all-English class is mechanical for most graduating seniors at P. S. 332, since most go to junior high schools that do not have a bilingual program. Pupils who need continuing bilingual instruction are sent to I. S. 55, which has a bilingual program. The Title VII program at P. S. 332 has, as its aim, that students should be as comfortable reading, speaking, and learning in one language as in the other. Longitudinal studies that followed the students in the bilingual program through high school would help determine whether this aim is being fulfilled.

The Community Service Society, in its summing up, urged a more active role on the Board of Education. They recommended, for example, that the Division of Educational Planning and Support of the Board of Education design a curriculum guide for bilingual teachers which would deal with the sequence of language skills which need to be developed in both Spanish and English for the majority of Hispanic children who may speak both languages but are not proficient in either. They recommended that the goals and objectives of the bilingual program be stated in a clear and precise manner, and that methods and techniques which might be followed to achieve those goals should be suggested. They also recommended the improvement of test instruments, accelerated recruitment and training of bilingual teachers, citywide program evaluation annually, in-service training for all personnel involved in the implementation of the program, and the granting of necessary resources and technical assistance to community school districts in the initial stages of program implementation. The Society thought textbook publishers should be encouraged to develop curriculum materials appropriate to the program of bilingual education, and that intensive efforts should be made for the integration of English-dominant and Spanish-dominant pupils in school activities.

Textbook publishers have reacted to the increase in bilingual programs by developing tests and texts. The profit motive has taken care of part of these recommendations. However, the Board of Education has been less active than suggested by the Society. The city's financial problems became most extreme soon after the publication of the Society's report. The central board maintains a resource room, which stocks textbook material for the

five languages that New York City has bilingual programs in: Chinese, Armenian, Spanish, Italian, and French. In other areas, the school has been on its own, having to experiment and to learn from that experimentation. While the Society suggested accelerated recruitment and training of bilingual teachers, the seniority system prevents replacement of less-currently-trained teachers. In some cases, this makes it impossible to retain talented teachers without seniority in the New York City system.

The final evaluation report by the Coordinator of Evaluation of District 23 for the school year 1976-1977 made six recommendations. The first involved record keeping. "A record keeping system should be developed and implemented at the outset of the 1977-78 program for the teachers. This should include attendance records and test scores." I propose that separate records be maintained for attendance and test scores. Attendance records are kept on a day-to-day, week-by-week basis, and are well integrated into the school routine. Test scores are essential for evaluation. By recording test scores on a form prepared for data analysis, evaluation can be expedited.

The second recommendation was that "the same teachers who worked in the program in the 1976-77 academic year should be rehired to foster continuity in the program's oepration." This recommendation was carried out.

The third, which involved the continuing of the kindergarten team teaching approach, could not be implemented, because of the reduction of kindergarten classes from two to one; this class was taught by Ms. Shulman.

The fourth recommendation was for "the systematic expansion of the

Title VII program into other District #23 schools with a preponderance of Hispanic students." In 1978-1979, the Title VII program was to be expanded into P. S. 155; however, P. S. 155 has been separately funded by Title VII for 1978-1979.

Recommendations five and six concerned the employment of an aide for the resource center so that the resource center could be utilized for more hours, and a paraprofessional to be employed in the reading laboratory. Ms. Seda was hired, and assigned to the resource center on a part-time basis.

Bilingual instruction has become part of the mainstream of education. The program at P. S. 332 is in harmony with federal, state, and city objectives. It continues and extends the commitment to literacy that democratic institutions require.

REFERENCES

Johnson, Esther. Report on Bilingual Pilot Schools in New York City: A Study of a Court-Ordered Program for Pupils with English Language Difficulty. Community Service Society of New York, N. Y. August 1975.